

GEORGIA INSTITUTE OF TECHNOLOGY
OFFICE OF CONTRACT ADMINISTRATION
SPONSORED PROJECT INITIATION

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Date: May 19, 1977

Project Title: Contingency Planning for Energy Crisis Management

Project No: B-485

Project Director: Robert E. Collier

Sponsor: Georgia Community Continuing Education Service

Agreement Period: From April 15, 1977 Until April 15, 1978

Type Agreement: Letter dated April 15, 1977 (Sponsor Proposal No. 77-008-009)

Amount: \$11,850 (\$7,900 Sponsored Funds, and \$3,950 EES Matching Funds)

Reports Required: As necessary

Sponsor Contact Person (s):

Technical Matters

Contractual Matters

Mr. Bradley C. Courtenay
Training Coordinator
Georgia Community Continuing Education Service
Center for Continuing Education
University of Georgia
Athens, Georgia 30602
Phone: 404/542-5382

(thru OCA)

Defense Priority Rating:

Assigned to: Economic Development Laboratory (School/Laboratory)

COPIES TO:

Project Director
Division Chief (EES)
School/Laboratory Director
Dean/Director—EES
Accounting Office
Procurement Office
Security Coordinator (OCA) ✓
Reports Coordinator (OCA)

Library, Technical Reports Section
Office of Computing Services
Director, Physical Plant
EES Information Office
Project File (OCA)
Project Code (GTRI)
Other _____

GEORGIA INSTITUTE OF TECHNOLOGY
OFFICE OF CONTRACT ADMINISTRATION
SPONSORED PROJECT TERMINATION

Date: 8/16/78

Project Title: Contingency Planning for Energy Crisis Management

Project No: B-485

Project Director: Robert E. Collier

Sponsor: Georgia Community Continuing Education Service

Effective Termination Date: 6/30/78

Clearance of Accounting Charges: 6/30/78

Grant/Contract Closeout Actions Remaining:

TERMINATED

- ☒ Final Invoice and Closing Documents
☐ Final Fiscal Report
☐ Final Report of Inventions
☐ Govt. Property Inventory & Related Certificate
☐ Classified Material Certificate
☐ Other _____

Assigned to: Technology & Development Laboratory (School/Laboratory)

COPIES TO:

Project Director
Division Chief (EES)
School/Laboratory Director
Dean/Director-EES
Accounting Office
Procurement Office
Security Coordinator (OCA) ☒
Reports Coordinator (OCA)

Library, Technical Reports Section
Office of Computing Services
Director, Physical Plant
EES Information Office
Project File (OCA)
Project Code (GTRI)
Other _____

State: GEORGIA

Fiscal Year & Project ID# 77-008-009-A (B-485)

THE COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM
TITLE I-A, HEA FINAL PROJECT REPORT

1. Project Title:

Contingency Planning for Energy Crisis Management

2. Location & Duration of Project:

Georgia Institute of Technology	On Campus <u>x</u>	Beginning Date <u>4/15/77</u>
	Off Campus <u>x</u>	Length in months <u>15</u>

3. Primary Institution of Higher Education:

4. Cooperating Institutions of Higher Education:

Institute for Government, University of Georgia

5. Project Director (Name, Title, and Address)

Robert E. Collier
Senior Research Scientist
Economic Development Division
Technology and Development Laboratory
Engineering Experiment Station
Georgia Institute of Technology, Atlanta, Georgia 30332

6. Project Funds (Leave Blank - To Be Completed By State Agency)

A. Federal Funds (List amount used by each institution) \$ _____

Total _____

B. Matching Funds

(1) Institutional Funds (Listing contributing institutions and the amount) _____

(2) State Government Funds _____
(3) Local Government Funds _____
(4) Participant Fees _____
(5) Other (specify in each instance) _____

Total _____

7. Type of Project

A. Area of Activity

- ☐ Continuing Education
☒ Community Service
☐ Planning for Resource Sharing

B. Categorize the project in terms of its focus (check one)

- | | |
|--|--|
| <input type="checkbox"/> Aging/Elderly | <input type="checkbox"/> Women |
| <input type="checkbox"/> Government | <input type="checkbox"/> Crime/Law Enforcement |
| <input type="checkbox"/> Housing | <input type="checkbox"/> Health |
| <input type="checkbox"/> Poverty/Low Income | <input type="checkbox"/> Economic Development |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Human Relations |
| <input type="checkbox"/> Environmental Quality | <input type="checkbox"/> Personal Development |
| <input type="checkbox"/> Youth Opportunities | <input type="checkbox"/> Education/School Systems |
| <input type="checkbox"/> Recreation | <input checked="" type="checkbox"/> Energy Related |
| <input type="checkbox"/> Employment | <input type="checkbox"/> Land Use |
| <input type="checkbox"/> Consumer Education | <input type="checkbox"/> Other (_____) |

8. Describe the Specific Objectives of the Project

The operational objectives of the program, sought through an educational process, are as follows:

- o To prepare individual public and private decision-makers at the sub-state level to handle emergency situations during critical periods of energy and/or rapidly escalating costs of energy which would directly and adversely affect the economic, social, physical, and political well-being of citizens served by local and area leadership.
- o To further develop a technical capability at the area planning and development commission level that can provide advice, assistance, and encouragement to public and private decision-makers in preparing for and handling emergency situations resulting from energy shortages and/or rapidly escalating costs of energy.
- o To institutionalize area-wide mechanisms, processes, and communication networks that may be utilized by decision-makers in preparing for and handling energy crisis situations, and to provide adequate interface operations with state and federal agencies and programs.

9. Project Operations

A. What was the primary type of activity? (Check one)

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> New course for degree credit | <u>Mass Media</u> |
| <input type="checkbox"/> Credit-free course | <input type="checkbox"/> Radio |
| <input checked="" type="checkbox"/> Workshop/Seminar/Conference | <input type="checkbox"/> T.V. |
| <input type="checkbox"/> Action Research | <input type="checkbox"/> Publication |
| <input type="checkbox"/> Technical Assistance | |
| <input type="checkbox"/> (incl. planning & evaluation) | |
| <input type="checkbox"/> Counseling | |
| <input type="checkbox"/> Other (_____) | |

B. Describe the project content; that is, materials employed, instruction or service performed, personnel involved, and where applicable, the frequency and duration of sessions.

Materials employed in the project activity were of a planning and technical nature presented by specialists in planning and in energy technology. Some of the materials utilized are attached to this report.

As indicated in the attached materials, two major state-wide workshops were conducted for professional personnel of the area planning and development commissions. The instruction presented in these workshops was of a professional nature. Each of the major workshops was conducted over a two-day period. In addition three shorter workshop/conferences were conducted at the headquarters of area planning and development commissions.

As noted in paragraph 13, instruction in the major workshops was conducted by staff personnel of Georgia Tech who either provide research services in the energy field or teach in the planning school. In addition, resource personnel from the University of Georgia, the planning commissions and state and federal agencies participated in the instructional program.

10. Project Accomplishments

A. Evaluation

- I. Discuss the nature and the findings of the project evaluation. Include an assessment of the project's success in meeting its specific objectives (see #8). In addition, comment on what you see as the reasons for the success or failure of the project. Did the project reach the anticipated target group? Was the level of participation as high as was projected? What outcome is worthy of dissemination to other states and institutions of higher education?

At the time this activity was proposed for funding, it was assumed that national and state energy policies would be formulated and that citizens in general would have adopted some rational understanding of the energy situation facing the nation. No national or state comprehensive energy policy has been adopted. Citizens in general are apathetic towards the energy situation and, as a matter of fact, are not really interested in energy with exception of its continuing rising cost.

As a result of the foregoing situation, a decision was made to focus the work program of this activity on the professional personnel of the area planning and development commissions because such training would provide a nucleus of trained personnel which would be available to local governments and individuals in event of an energy emergency.

Thus, the program activity did not reach fully the anticipated audience nor did it attain the level of individual participation anticipated. However, the groundwork has been laid for contingency planning for energy emergencies, if and when state and federal energy personnel feel the need for substate levels of government to be brought into the planning of energy emergencies. Until that time, there appears little need to disseminate activity outcomes to other states or institutes of higher education.

- II. Will the program itself continue beyond this period of Title I funding?
If so, under what sponsorship or support.
(Check one)

<input type="checkbox"/> Continued under Title I*	<input type="checkbox"/> Accomplished purpose no further plans
<input type="checkbox"/> Continued with other Federal funding	<input type="checkbox"/> Unsuccessful, no further funding
<input type="checkbox"/> Continued with non-Federal funds	<input checked="" type="checkbox"/> Other (<u>Defer**</u>)

*List new project ID number(s):

It is recommended that further training effort relating specifically to energy contingency planning be deferred until national and state energy policies are clearly defined.

10. Project Accomplishments (Cont.)

B. Relative to Institution(s) of Higher Education

Indicate the impact of the project upon ongoing programs of recipient colleges and universities. Have changes occurred, or are they anticipated, in the organization, curriculum, budget, continuing education and/or community service programs? Describe any planned or unexpected "spin-offs" involving additional funds or activities generated.

This activity has had little or no impact on ongoing programs at Georgia Tech nor any other institutions because such institutions rely on federal and state monies for the funding of such programs. Principal funding in the energy field by federal and state agencies has been for energy conservation. Little or no attention has been given to planning for energy shortages or emergency situations. It is anticipated that this situation will continue until the present "glut" of petroleum on the world market is reduced, which is estimated to be in the early 1980s.

10. Project Accomplishments (Cont.)

C. Relative to the Community

Specify the extent and the nature of the involvement in the project of community leaders, citizens, businesses and industries, public and private agencies and State and local government. Were they, for example, involved in the initiation of the proposal and/or the planning and development of the project? Have any new community agencies, organizations, or groups been established as a result of this project? Has the community service capability of existing agencies and organizations been increased. If so, please describe:

The impact of this activity is described in paragraph 10.A. The impact has been restricted to the professional personnel of the area planning and development commissions. Further impact will depend upon the action these individuals take in their communities.

11. Geographic area served by the Project. (Check one)

☐ Urban ☐ Regional ☐ Suburban
☐ Rural ☒ Statewide ☐ Other ()

12. Prior History of the Project. (Check one)

☒ New Project Expansion or improvement
☐ Continuation of CSCE Project* of non-CSCE Project
☐ Major Revision of CSCE Project* Other ()

*List previous project ID number(s):

13. Faculty Involvement (List the faculty members involved in the project, the nature of their activity, their academic discipline, and the percentage of their time spent on the project).

<u>Faculty</u>	<u>Activity</u>	<u>Discipline</u>	<u>% of Time</u>
Robert E. Collier	Project Director and Instructor	Economic Development	20
Robert B. Kutas	Instructor	Regional Planning	2
Grant Curtiss	Research Engineer, EES	Mechanical Engineering	1
William T. Studstill*	Research Engineer, EES	Mechanical Engineering	-
Clifford Bragdon*	Professor	City Planning	-
Richard Gecoma*	Institute of Government, UG	Government	-

*Resource Person

14. Student Involvement (If applicable, indicate the nature of student involvement in the project as well as the number of students engaged in each activity).

A. Instructors D. Researchers/Data Collectors
 B. Interns E. Other (Specify in each instance)
 C. Consultants (Technical Assistance)

Activity

No. of Students

None

15. Demographic Data

Demographic data on all actual participants should be collected and reported for each project. The data should be summarized in terms of sex, age and education.

A. Demographic Summary

	Males <u>61</u>	Females <u>12</u>
<u>Age</u>		
Under 21:		
21-35:	<u>54</u>	<u>7</u>
36-55:	<u>6</u>	<u>5</u>
Over 55:	<u>1</u>	
<u>Educational Level</u>		
Elementary:		
Junior High School:		
High School:		
College below baccalaureate:		
Baccalaureate:	<u>36</u>	<u>4</u>
Graduate or Professional:	<u>25</u>	<u>8</u>

Mass Media -- number of estimated individuals served: Unknown

- B. Narrative Description (Give a brief narrative of the general characteristics of the participants; should include: Were they city councilmen, upper level managers, housewives, etc? Were they the group for whom the project was intended?)

The participants in this activity were professional personnel of the planning and development commissions located throughout the state. Some 14 of the 28 commissions participated in these state-wide workshops and a number of individuals participated in the area workshop/conference conducted for particular commission staffs. Such personnel were an essential part of the target population and were of professional caliber. In addition, some state and federal personnel attended the workshops.

16. Project Materials (Describe the materials produced for and by the project, i.e. curriculum materials, films, etc., and indicate whether copies are available for dissemination).

Some of the materials used in the workshops is appended to this report. Copies are not available for further dissemination.

17. Express your judgment on the relationship of this project to the overall State program of Community Service and Continuing Education. (Title I-A, HEA)

Logically, this program activity fits into the overall state program of community and continuing education. Unfortunately, it was developed and presented ahead of its time. However, the program activity has brought together an approach for contingency planning for energy shortages and has transmitted this knowledge to professional planners in the area planning and development commission throughout the state. If and when federal energy agencies and the State Office of Energy Resources determines that there is a need for such planning activity, the methodology and planning personnel will be ready.

STATE AGENCY DATA

The following data is required by the State Agency for Title I-A to complete the Annual Program Evaluation.

Demographic Data

<u>A. Occupational Classification</u>	Males <u>61</u>	Females <u>12</u>
Professional	<u>61</u>	<u>12</u>
Semi-Professional	<u> </u>	<u> </u>
Skilled	<u> </u>	<u> </u>
Semi-Skilled	<u> </u>	<u> </u>
Unskilled	<u> </u>	<u> </u>
Other (Specify: <u> </u>)	<u> </u>	<u> </u>

B. Number of Participants by Target Group

Elected Officials	<u> </u>
Planning Commission Members, Industrial Development Committee Members	<u>67</u>
Civic Group Leaders	<u> </u>
Merchant Groups, Chamber of Commerce Executives and Directors	<u> </u>
Social Service Workers, Ministers, Military Counselors, Personnel Counselors	<u> </u>
Professionals and Paraprofessionals in Gerontology	<u> </u>
Other (Specify: <u>Federal Agency Personnel</u>)	<u>3</u>
<u>State Agency Personnel</u>	<u>3</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>

Major Evaluation Procedure

<u>x</u>	A. Participant Reaction
<u> </u>	B. Administration of Pre and Post Tests to Participants
<u> </u>	C. Staff Appraisal of Changed Group Practices
<u> </u>	D. Other (Specify: <u> </u>)